






	<h2 style="text-align: center;">Questioning Skills</h2>
	<ul style="list-style-type: none"> ■ Classroom questioning: cornerstone of any effective teaching strategy ■ Critical skill that can be learned and used in any discipline or grade level, or with any teacher personality ■ Questioning promotes student involvement, enhances learning, and motivates students. 


	<h2 style="text-align: center;">Importance of Questioning</h2>
	<ul style="list-style-type: none"> ■ How you phrase your questions will determine the type of student response that you will receive. ■ When developing a question or discussion lesson plan, include your key questions in your lesson plan. 


	<h2 style="text-align: center;">Question Levels</h2>
	<ul style="list-style-type: none"> ■ Effective teachers adjust the questions to fit the needs of the students. ■ Different types of questions are effective at different times, depending on the characteristics of the learner and the topic being taught. ■ Ask questions that allow you to reach your instructional goal most efficiently.


	<h2 style="text-align: center;">Question Levels</h2>
	<ul style="list-style-type: none"> Effective teachers direct their instruction at a clear and specific goal. Sadly, 70-90% of questions asked of students are low level questions. <div style="text-align: center;">  </div>

	<h2 style="text-align: center;">Low Level Questions</h2>
	<ul style="list-style-type: none"> Require the student to memorize and recall information. Level of Bloom's Taxonomy: Knowledge <p>Example: What is the capital of Florida?</p> <div style="text-align: center;">  </div>

	<h2 style="text-align: center;">Intermediate Level Questions</h2>
	<ul style="list-style-type: none"> Require the student to process information. Levels of Bloom's Taxonomy: Comprehension, Application, and Analysis <p>Example: State in your own words the moral of the story.</p> <div style="text-align: center;">  </div>

	Other Examples of Intermediate-Level Questions
	<ul style="list-style-type: none"> ■ Requesting the student to state an idea or definition in his/her own words. ■ Requiring the student to determine the solution to a problem. 

	Other Examples of Intermediate-Level Questions
	<ul style="list-style-type: none"> ■ Asking the student to observe and describe an object or event. ■ Requiring the student to compare and contrast two or more objects, statements, illustrations, or demonstrations. 

	High-Level Questions
	<ul style="list-style-type: none"> ■ Require a lot of cognitive processing from the student. ■ Levels of Bloom's Taxonomy: Synthesis and Evaluation <p>Example: Imagine you were a Pilgrim. What might your typical day be like?</p> 

Levels of Questions Review

- **Lowest level – Collecting and recalling information**
 - Verbs: Define, List
- **Intermediate level – Processing information**
 - Verbs: Describe, Solve, Compare
- **Highest level – Evaluating information in new situations**
 - Verbs: Imagine, Judge

Setting up a classroom environment conducive to upper-level thinking

- Show interest in what the students say.
- Display curiosity about what the students say.
- Paraphrase what students say.
- Use probing to encourage students to expand upon their responses.
- Model critical thinking.
- Ask upper-level questions to encourage critical thinking.




Figure 3. Using Critical Thinking

Generic Questions	Specific Thinking Skills Induced
What are the strengths and weaknesses of . . . ?	Analysis/Inferencing
What is the difference between . . . and . . . ?	Comparison-contrast
Explain why . . . (Explain how . . .)	Analysis
What would happen if . . . ?	Prediction/hypothesizing
What is the nature of . . . ?	Analysis
Why is . . . happening?	Analysis/Inferencing
What is a new example of . . . ?	Application
How could . . . be used to . . . ?	Application
What are the implications of . . . ?	Analysis/Inferencing
What is . . . analogous to?	Identification of and creation of analogies and metaphors
What do we already know about . . . ?	Activation of prior knowledge
How does . . . effect . . . ?	Analysis of relationship (cause-effect)
How does . . . tie in with what we learned before?	Activation of prior knowledge
Why is . . . important?	Analysis
How are . . . and . . . similar?	Analysis of significance
How does . . . apply to everyday life?	Comparison-contrast
What is a counterargument for . . . ?	Application to the real world
What is the best . . . and why?	Evaluation and provision of evidence
What is a solution to the problem of . . . ?	Synthesis of ideas
Compare . . . and . . . with regard to . . .	Comparison-contrast
What do you think causes . . . ? Why?	Analysis of relationship (cause-effect)
Do you agree or disagree with this statement: . . . ?	Evaluation and provision of evidence
What evidence is there to support your answer?	Evaluation and provision of evidence
What is another way to look at . . . ?	Taking other perspectives

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